



PELION HIGH

600 Lydia Drive
Pelion, South Carolina

| | | |
|-----------------------|-----------------------|--------------|
| Grades | 9-12 High School | |
| Enrollment | 767 Students | |
| Principal | Jean N. Haggard | 803-821-2200 |
| Superintendent | Dr. Karen C. Woodward | 803-821-1000 |
| Board Chair | Cynthia S. Smith | 803-957-5095 |

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|-----------------|----------------------|
| 2010 | Average | Below Average |
| 2009 | Average | Below Average |
| 2008 | Average | Good |
| 2007 | Average | At-Risk |
| 2006 | Excellent | Good |

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0 | 4 | 23 | 3 | 0 |

* Ratings are calculated with data available by 03/24/2011.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

| | Our High School | | | High Schools with Students Like Ours | | |
|------------------------|-----------------|-------|-------|--------------------------------------|-------|-------|
| Percent | 2008 | 2009 | 2010 | 2008 | 2009 | 2010 |
| Passed 2 subtests (%) | 84.0% | 76.8% | 81.3% | 77.6% | 72.9% | 74.7% |
| Passed 1 subtest (%) | 11.0% | 12.9% | 10.2% | 12.1% | 14.0% | 13.4% |
| Passed no subtests (%) | 5.0% | 10.3% | 8.6% | 10.2% | 13.1% | 12.8% |

HSAP Passage Rate by Spring 2010

| | Our High School | High Schools with Students Like Ours |
|---------|-----------------|--------------------------------------|
| Percent | 94.9% | 88.6% |

Four-Year Cohort Graduation Rate

| | Our High School | | High Schools with Students Like Ours | |
|--|-----------------|-------|--------------------------------------|-------|
| | 2009* | 2010 | 2009* | 2010 |
| Number of Students in Four-Year Cohort | 180 | 229 | 231 | 245 |
| Number of Graduates in Cohort | 131 | 161 | 169 | 168 |
| Rate | 72.8% | 70.3% | 74.9% | 71.1% |

*Used to calculate current AYP.

End of Course Tests

| Percent of tests with scores of 70 or above on: | Our High School | High Schools with Students Like Ours* |
|---|-----------------|---------------------------------------|
| Algebra 1/Math for the Technologies 2 | 80.0% | 70.1% |
| English 1 | 59.0% | 60.7% |
| Physical Science | 55.3% | 46.4% |
| US History and the Constitution | 39.8% | 34.2% |
| All Tests | 58.1% | 51.4% |

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

| | Our School | Change from Last Year | High Schools with Students Like Ours | Median High School |
|--|------------|-----------------------|--------------------------------------|--------------------|
| Students (n=767) | | | | |
| Retention rate | 2.5% | Down from 6.8% | 4.5% | 3.7% |
| Attendance rate | 92.7% | Down from 94.3% | 95.2% | 95.4% |
| Eligible for gifted and talented | 16.1% | Up from 9.6% | 12.4% | 12.4% |
| With disabilities other than speech | 9.2% | No Change | 14.0% | 12.8% |
| Older than usual for grade | 9.1% | Down from 9.8% | 10.0% | 9.1% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 4.4% | Up from 1.8% | 1.5% | 1.1% |
| Enrolled in AP/IB programs | 11.7% | Up from 5.9% | 11.7% | 13.1% |
| Successful on AP/IB exams | 54.7% | Down from 70.6% | 48.4% | 50.4% |
| Eligible for LIFE Scholarship | 41.4% | Down from 43.3% | 31.6% | 30.4% |
| Annual dropout rate | 0.5% | Down from 1.0% | 3.2% | 3.1% |
| Career/technology students in co-curricular organizations | 14.2% | Down from 20.0% | 2.7% | 2.2% |
| Enrollment in career/technology courses | 509 | Down from 540 | 484 | 424 |
| Students participating in work-based experiences | 21.6% | Up from 10.9% | 16.7% | 11.7% |
| Career/technology students attaining technical skills | 73.5% | Down from 78.8% | 78.6% | 78.7% |
| Career/technology completers placed | 90.7% | Down from 93.1% | 95.8% | 98.5% |
| Teachers (n=57) | | | | |
| Teachers with advanced degrees | 61.4% | Up from 57.9% | 59.1% | 60.4% |
| Continuing contract teachers | 80.7% | Up from 75.4% | 76.5% | 76.6% |
| Teachers with emergency or provisional certificates | 12.7% | Down from 14.5% | 8.7% | 6.5% |
| Teachers returning from previous year | 91.6% | Up from 87.7% | 86.1% | 86.8% |
| Teacher attendance rate | 96.4% | Up from 95.8% | 95.2% | 95.8% |
| Average teacher salary* | \$49,700 | Down 0.1% | \$47,012 | \$47,390 |
| Professional development days/teacher | 10.0 days | Down from 10.3 days | 9.9 days | 10.0 days |
| School | | | | |
| Principal's years at school | 18.0 | Up from 17.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 29.5 to 1 | Up from 29.2 to 1 | 25.6 to 1 | 25.8 to 1 |
| Prime instructional time | 88.2% | Down from 89.1% | 89.2% | 90.1% |
| Dollars spent per pupil** | \$9,151 | Up 10.2% | \$8,351 | \$7,974 |
| Percent of expenditures for teacher salaries** | 57.5% | Up from 48.2% | 55.7% | 55.4% |
| Percent of expenditures for instruction** | 59.6% | Down from 65.9% | 60.6% | 60.4% |
| Opportunities in the arts | Excellent | No Change | Excellent | Excellent |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 98.4% | Up from 96.6% | 95.4% | 96.0% |
| Character development program | Excellent | No Change | Good | Good |
| Modern language program assessment | N/A | N/A | Average | Average |
| Classical language program assessment | N/A | N/A | N/A | Average |

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

| | HSAP Passage Rate by Spring 2010 | | End of Course Tests Passage Rate | | On-time Graduation Rate, 2010 | | |
|----------------------------|----------------------------------|-------|----------------------------------|-------|-------------------------------|-------|-------------------|
| | n | % | t | % | n | % | Met AYP Objective |
| All Students | 175 | 94.9% | 708 | 58.1% | 229 | 70.3% | No |
| Gender | | | | | | | |
| Male | 94 | 94.7% | 326 | 60.4% | 123 | 66.7% | N/A |
| Female | 81 | 95.1% | 382 | 56.0% | 106 | 74.5% | N/A |
| Racial/Ethnic Group | | | | | | | |
| White | 160 | 95.0% | 604 | 59.6% | 205 | 71.2% | N/A |
| African American | 11 | 90.9% | 52 | 38.5% | 17 | 70.6% | N/A |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | N/A | N/A | 33 | 57.6% | N/A | N/A | N/A |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Disability Status | | | | | | | |
| Disabled | 15 | 86.7% | 51 | 39.2% | 19 | 52.6% | N/A |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| English Proficiency | | | | | | | |
| Limited English Proficient | N/A | N/A | 13 | 53.8% | N/A | N/A | N/A |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 91 | 94.5% | 455 | 54.5% | 129 | 67.4% | N/A |

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

Abbreviations for Missing Data

N/A–Not Applicable

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N/R–Not Reported

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Report of Principal and School Improvement Council

The learning community of Pelion High School celebrates the progress that we made in 2009–2010. The causes for celebration include a number of academic, athletic and artistic achievement milestones. Additionally, we were recognized as a Palmetto Silver Closing the Achievement Gap Award-winning school for our success on standardized tests in categories of typically underachieving subgroups within our student population. As we celebrate our progress and achievements, we are excited about the opportunities and challenges that lie ahead.

Among the 181 students in our 2010 graduating class, we had 23 honor graduates, eight Palmetto Fellows, and 67 students receiving Life Scholarships, which means that 44 percent of our graduates qualified for an educational lottery scholarship. Ninety-five of our graduates are headed to college and 12 entered the military. Our 2010 graduates were awarded scholarship offers totaling \$4.6 million. We had a record number (41) of students taking Advanced Placement classes/tests in five subject areas.

Our staff focused on preparing common assessment instruments and developing project-based teaching strategies as we prepare to take advantage of one-to-one student-to-laptop computing that we anticipate for our school beginning in 2011. As we embrace this technological opportunity, we are planning ahead to help our faculty implement strategies and techniques that will truly make us a high-performance, 21st century learning culture. To this end, we have a mobile laptop lab that may be checked out by teachers for use in their classrooms.

We continued to tweak our APEX Learning assignment and credit recovery program. Pleased with the early success of the program, we have modified our extended-year program and our after-school program where students may recover assignments or course credits, depending on their individual academic needs. During the 2009–2010 school year, students recovered course credit through APEX Learning, enabling them to graduate from high school on time.

We also had a banner year in athletics and fine arts. Of the 15 region championship trophies awarded to our athletic region last year, Pelion High School's teams won six. We had a state champion golfer. Our teams combined to amass a 74% winning record, and 11 of our 14 varsity teams competed in state play-offs.

Our Honors Orchestra performed at the Heritage Festival in Washington, D.C., where they won first place in their competition (Gold Award) and were invited to participate in the Festival of Gold Concerts in Carnegie Hall in New York.

With these challenges and opportunities, it is easy to see why, even in times of economic difficulties and accompanying budget cuts, we at Pelion High are pleased with our success and excited about the coming year.

Jean Haggard, Principal
John Green, SIC Chair

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 48 | 152 | 49 |
| Percent satisfied with learning environment | 89.4% | 79.5% | 78.7% |
| Percent satisfied with social and physical environment | 100.0% | 80.8% | 69.4% |
| Percent satisfied with school-home relations | 87.5% | 86.1% | 77.1% |

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Adequate Yearly Progress

NO

This school met 6 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

N/A

School Improvement Key

| | |
|-------|---|
| NI | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice. |
| CSI | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services. |
| CA | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action. |
| RP | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R | Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services. |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay." |
| HOLD | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold." |

Teacher Quality Data

| | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers | 0.6% | 1.9% |
| Classes in high poverty schools not taught by highly qualified teachers | N/A | 5.6% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |

Abbreviations for Missing Data

HSAP Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient or Advanced* | District % Proficient or Advanced* | State % Proficient or Advanced* | Performance Objective Met | Participation Objective Met |
|--|----------------------------------|----------|---------------|---------|--------------|------------|-------------------------------------|---------------------------------------|------------------------------------|------------------------------|--------------------------------|
|--|----------------------------------|----------|---------------|---------|--------------|------------|-------------------------------------|---------------------------------------|------------------------------------|------------------------------|--------------------------------|

English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

| | | | | | | | | | | | |
|----------------------------|-----|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 187 | 100 | 15 | 39.3 | 28.9 | 16.8 | 55.5 | 72.8 | 65.9 | No | Yes |
| Male | 86 | 100 | 19.8 | 37 | 24.7 | 18.5 | 51.9 | 67.9 | 60.8 | N/A | N/A |
| Female | 101 | 100 | 10.9 | 41.3 | 32.6 | 15.2 | 58.7 | 77.8 | 71 | N/A | N/A |
| White | 169 | 100 | 14.6 | 38.2 | 29.3 | 17.8 | 57.3 | 75.4 | 77.5 | No | Yes |
| African American | 9 | I/S | I/S | I/S | I/S | I/S | I/S | 59.2 | 49.7 | I/S | I/S |
| Asian/Pacific Islander | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 76.9 | 80.2 | I/S | I/S |
| Hispanic | 6 | I/S | I/S | I/S | I/S | I/S | I/S | 55.2 | 56.8 | I/S | I/S |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 65.9 | I/S | I/S |
| Disabled | 14 | 100 | 69.2 | 30.8 | 0 | 0 | 7.7 | 20.9 | 21.3 | I/S | I/S |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | I/S | N/A | N/A |
| Limited English Proficient | 3 | I/S | I/S | I/S | I/S | I/S | I/S | 39 | 47.3 | I/S | I/S |
| Subsidized meals | 123 | 100 | 20.9 | 40.9 | 25.2 | 13 | 47.8 | 54.5 | 51.5 | No | Yes |

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

| | | | | | | | | | | | |
|----------------------------|-----|------|------|------|------|------|------|------|------|-----|-----|
| All Students | 187 | 99.5 | 11.6 | 35.8 | 28.9 | 23.7 | 67.1 | 75.2 | 62.3 | No | Yes |
| Male | 86 | 98.8 | 13.6 | 34.6 | 28.4 | 23.5 | 65.4 | 74.4 | 61.7 | N/A | N/A |
| Female | 101 | 100 | 9.8 | 37 | 29.3 | 23.9 | 68.5 | 75.9 | 63 | N/A | N/A |
| White | 169 | 99.4 | 10.8 | 35.7 | 28.7 | 24.8 | 69.4 | 78.1 | 75 | No | Yes |
| African American | 9 | I/S | I/S | I/S | I/S | I/S | I/S | 56.9 | 44 | I/S | I/S |
| Asian/Pacific Islander | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 96.2 | 85.5 | I/S | I/S |
| Hispanic | 6 | I/S | I/S | I/S | I/S | I/S | I/S | 53.7 | 56.7 | I/S | I/S |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 62.5 | I/S | I/S |
| Disabled | 14 | 92.9 | 61.5 | 30.8 | 7.7 | 0 | 15.4 | 26.9 | 22.1 | I/S | I/S |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | I/S | N/A | N/A |
| Limited English Proficient | 3 | I/S | I/S | I/S | I/S | I/S | I/S | 48.8 | 52.6 | I/S | I/S |
| Subsidized meals | 123 | 99.2 | 16.5 | 39.1 | 27 | 17.4 | 58.3 | 59.7 | 48.1 | No | Yes |

Physical Science (End-of-Course Test performance by Group)

| | | | | | | | | | | | |
|----------------------------|-----|------|------|------|------|------|------|-----|-----|-----|-----|
| All Students | 187 | 95.2 | 60.7 | 20.2 | 13.5 | 5.6 | 19.1 | N/A | N/A | N/A | N/A |
| Male | 86 | 95.3 | 54.9 | 24.4 | 17.1 | 3.7 | 20.7 | N/A | N/A | N/A | N/A |
| Female | 101 | 95.0 | 65.6 | 16.7 | 10.4 | 7.3 | 17.7 | N/A | N/A | N/A | N/A |
| White | 169 | 95.9 | 58.6 | 21.6 | 13.6 | 6.2 | 19.8 | N/A | N/A | N/A | N/A |
| African American | 9 | I/S | I/S | I/S | I/S | I/S | I/S | N/A | N/A | N/A | N/A |
| Asian/Pacific Islander | 2 | I/S | I/S | I/S | I/S | I/S | I/S | N/A | N/A | N/A | N/A |
| Hispanic | 6 | I/S | I/S | I/S | I/S | I/S | I/S | N/A | N/A | N/A | N/A |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | N/A | N/A | N/A | N/A |
| Disabled | 14 | 92.9 | N/AV | N/AV | N/AV | N/AV | N/AV | N/A | N/A | N/A | N/A |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | N/A | N/A | N/A |
| Limited English Proficient | 3 | I/S | I/S | I/S | I/S | I/S | I/S | N/A | N/A | N/A | N/A |
| Subsidized meals | 123 | 95.1 | 68.4 | 19.7 | 10.3 | 1.7 | 12.0 | N/A | N/A | N/A | N/A |

* Adjusted to account for natural variation in performance.

| Two-Year HSAP Trend Data | | | | | | | | | | |
|--------------------------|-------------|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------------|------------------------------------|---------------------------------|
| | School Year | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient or Advanced* | District % Proficient or Advanced* | State % Proficient or Advanced* |

English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

| | | | | | | | | | | |
|--------------|------|-----|------|------|------|------|------|------|------|------|
| All Students | 2009 | 197 | 98.5 | 17.4 | 46.7 | 22.8 | 13 | 52.2 | 72.3 | 61.8 |
| | 2010 | 187 | 100 | 15 | 39.3 | 28.9 | 16.8 | 55.5 | 72.8 | 65.9 |

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

| | | | | | | | | | | |
|--------------|------|-----|------|------|------|------|------|------|------|------|
| All Students | 2009 | 196 | 98.5 | 15.2 | 34.2 | 24.5 | 26.1 | 61.4 | 76.4 | 62.7 |
| | 2010 | 187 | 99.5 | 11.6 | 35.8 | 28.9 | 23.7 | 67.1 | 75.2 | 62.3 |

* Adjusted to account for natural variation in performance.